**WITNESS TO HISTORY – WRITING ASSIGNMENT**

When asked why he became a writer, Elie Wiesel responded by speaking of those who did not survive to tell their stories:

*I owe them my roots and memory. I am duty-bound to serve as their emissary, transmitting the history of their disappearance, even if it disturbs, even if it brings pain. Not to do so would be to betray them, and thus myself.*

Why does Elie Wiesel feel so strongly that he has an obligation to bear witness? What lesson does he want us to learn from his story? What stories do you feel strongly about? How is that story important to whom you are as a person? In what way can you tell that story so that it will not only be believed but also remembered?

After thinking about the above questions, you are going to write a story about an experience that affected you deeply and ought to be known by others. In writing that story, answer the following questions. You may want to begin by making some notes below:

* What happened?
* Why did it happen?
* What were your thoughts about the story at the time it happened?
* What are your thoughts about the story now?
* How does your story relate to the way you see yourself? To the way you see others?
* What lessons does your story teach others?

We will complete this assignment in four stages: writing the rough draft, self and peer editing, producing a good copy, and sharing the good copy. Each of these three stages will be evaluated according to the rubric at the end of this assignment handout, and therefore will each be collected on the due date. **IT IS IMPORTANT TO ATTEND CLASS REGULARLY IN ORDER TO STAY ON TOP OF EACH TASK AND TO HAVE ENOUGH TIME TO COMPLETE IT IN PREPARATION FOR THE DUE DATE.**

**STAGE #1 – WRITING THE ROUGH DRAFT**

Work Periods 🡪 Wednesday, May 2 and Friday, May 4

Due 🡪 Beginning of class on Monday, May 7

Use your responses to the questions on the previous page to write a first draft of this assignment. You may bring your own lined paper to do this, or may use the foolscap provided in class. It is advised that you write your rough draft on every other line to make the editing stage easier. Your rough draft should be about 5-6 pages in length, double spaced. If you are not finished writing it in class after our two work periods, you’ll need to complete your draft at home for homework in preparation for the editing stage.

**STAGE #2 – SELF AND PEER EDITING**

Work Period 🡪 Monday, May 7

Due 🡪 Beginning of class on Tuesday, May 8

The purpose of this stage is to prepare your draft for publication as a good copy. You will have the opportunity to revise your own work, and then you will have the chance to have a partner review it as well. The purpose of a peer edit is to help you see your own work from a reader’s point of view. When you are reviewing your partner’s work, it is important to give them positive feedback, telling them what you liked best about the story. You should also let your partner know what parts of the story were confusing or what parts you would like to know more about. You should also point out any spelling or grammatical errors as well.

When performing the editing stage, remember to use 2 different coloured pens (coloured pencils will be provided in class) in order to show your changes to your own work, as well as that of your partners. You should also remember to write at the top of your draft whose revisions are made in which colour.

Use the “Critiquing your Draft” handout, which will be distributed during this class, to perform both your self and peer edits. It is important to have this done in class today so you are ready to produce your good copy in class tomorrow!

**STAGE #3 – PRODUCING A GOOD COPY**

Work Period 🡪 Tuesday, May 8

Due 🡪 Beginning of class on Wednesday, May 9

We will have this period to work in a computer lab in order to produce a good copy of our story. The good copy should be typed and double spaced, and it should incorporate all of the revisions that were made by both you and your partner during yesterday’s class. If your work is not finished during class, you will have to complete it on your own time after class in order for it to be handed in tomorrow!

**STAGE #4 – SHARING THE GOOD COPY**

Work Period 🡪 Wednesday, May 9

Due 🡪 End of class on Wednesday, May 9

Come to class with your good copy printed out and ready to share with a partner. You will sit with that partner, and you will each have a chance to read your story aloud to them. I will be coming around to each group and will be evaluating you based on your speaking and listening skills according to the rubric below, so your preparedness and participation are important today!

At the end of class, you will be expected to hand in your good copy, along with your rough draft (which should show proof of self and peer editing) and your Self and Peer Edit worksheets.

The rubric attached to this assignment outline will be used to evaluate your work.

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| **Criteria** | **Level R**  **(0-4 MARKS)** | **LEVEL 1**  **(5 MARKS)** | **LEVEL 2**  **(6 MARKS)** | **LEVEL 3**  **(7 MARKS)** | **LEVEL 4**  **(8-10 MARKS)** |
| ***Rough Draft***  Generate, gather, and organize ideas and information to write  for an intended purpose and audience | Rough draft is not submitted with the good copy, or is submitted but shows little development of a beginning, middle, and/or end | Rough draft is submitted with the good copy, and shows a story with limited development of a beginning, middle, and end throughout | Rough draft is complete, submitted with the good copy, and shows some development of a beginning, middle, and end throughout | Rough draft is complete, submitted with the good copy, and shows a fully developed story with a beginning, middle, and end | Rough draft is complete, submitted with the good copy, and shows a fully developed story with a detailed beginning, middle, and end |
| ***Edits***  Draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience | Self and Peer edits are not complete, not displayed clearly throughout the rough draft, and both worksheets show limited or no evidence of edits | Self and Peer edits are partially complete, displayed somewhat clearly throughout the rough draft, and one or both worksheets show limited evidence of edits | Self and Peer edits are complete, displayed somewhat clearly throughout the rough draft, and both worksheets show some evidence of edits | Self and Peer edits are complete, displayed clearly in different colours throughout the rough draft, and both worksheets show evidence of edits | Self and Peer edits are complete, displayed clearly in different colours throughout the rough draft, and both worksheets show evidence of thorough edits |
| ***Good Copy***  Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present  their work effectively | Good Copy is not submitted, or is submitted but is not typed and/or double spaced, makes no use of suggestions made in the editing phase, and contains many spelling and grammatical errors | Good Copy is submitted, is not typed and/or double spaced, makes limited use of suggestions made in the editing phase, and contains many spelling and grammatical errors | Good Copy is submitted, is typed and double spaced, makes some use of suggestions in the editing phase, and contains several spelling and grammatical errors | Good Copy is submitted, is typed and double spaced, makes use of suggestions made in the editing phase, and contains few spelling and grammatical errors | Good Copy is submitted, is typed and double spaced, makes thorough use of suggestions made in the editing phase, and is virtually free of spelling and grammatical errors |
| ***Sharing***  Listen and speak in order to understand and respond appropriately in a variety of situations for a variety of purpose | Student does not share their story or listens to their partner’s story using a variety of speaking and listening strategies at all | Student either shares their story or listens to their partner’s story using a variety of speaking and listening strategies with limited effectiveness | Student shares their story and listens to their partner’s story using a variety of speaking and listening strategies with some effectiveness | Student shares their story and listens to their partner’s story using a variety of speaking and listening strategies with adequate effectiveness | Student shares their story and listens to their partner’s story using a variety of speaking and listening strategies thoroughly |

**TOTAL: \_\_\_\_\_\_/40**